P-20 Coordinating Council

Statewide Longitudinal Data Systems and Use
Task Force Meeting
December 1, 2009

Welcome and Introductions

Cathleen Barton
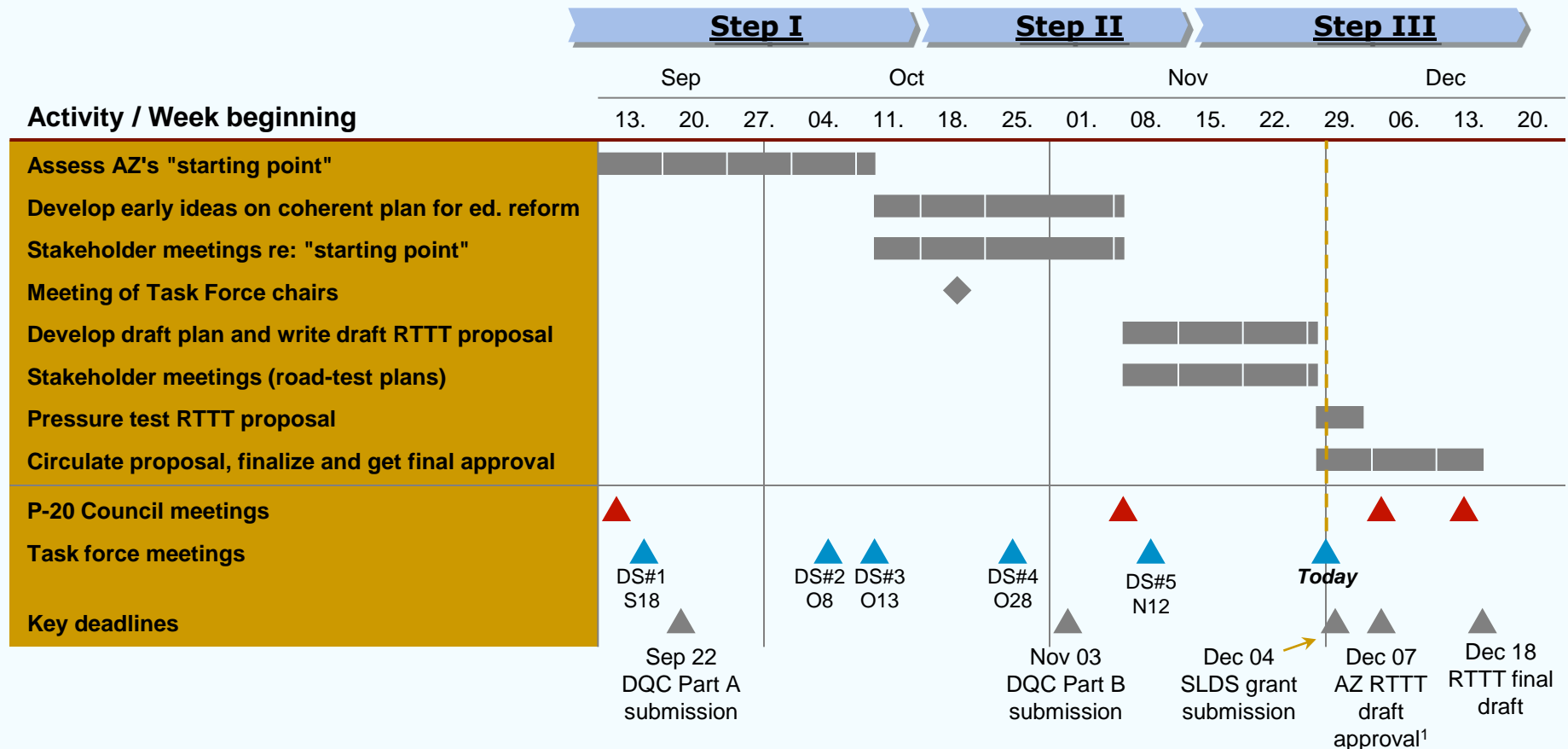# Task Force Chair

Today we will review current drafts of the SLDS and RTTT grant applications and make final recommendations

	Meeting #1 Sept. 18	Meeting #2 Oct. 8	Meeting #3 Oct. 13	Meeting #4 Today	Meeting #5 Nov. 12	Meeting #6 Dec. 1
Key issues on agenda	Introduction Current state RTTT criteria Approach for the next few months	• Team charter • Update to/ from other task forces Plan for stakeholder engagement • SLDS update • Outside-in perspective	• DQC data workshop • Gap analysis • Ownership of gap resolution • Vision and initiative prioritization discussion	• Provide input on... – Strawman approach to assur. areas – Draft of SLDS grant appl.	• Incorporate feedback from P-20 Council • Further discussion on key initiatives • Update on SLDS grant application	• Review current draft SLDS grant • Review current draft RTTT grant
Deliver-ables	Agreement on team charter and the process forward	• Stakeholder plan • List of open questions	• DQC gaps • Next steps on resolving DQC gaps	• Initial ideas for AZ ed reform to present to P-20 Council • **Draft of SLDS grant appl.**	• Updated reform plans	• **Final SLDS grant** • **Final recommenda-tion to P-20 Council**
Other		• *AEDW training (opt.)*	• *AEDW training (opt.)*			

1

Where we are: SLDS application due in three days, RTTT narrative will be complete in less than three weeks

Step I			Step II		Step III	

	Sep			Oct			Nov				Dec		
Activity / Week beginning	13.	20.	27.	04.	11.	18.	25.	01.	08.	15.	22.	29.	06.	13.	20.

Assess AZ's "starting point"

Develop early ideas on coherent plan for ed. reform

Stakeholder meetings re: "starting point"

Meeting of Task Force chairs

Develop draft plan and write draft RTTT proposal

Stakeholder meetings (road-test plans)

Pressure test RTTT proposal

Circulate proposal, finalize and get final approval

P-20 Council meetings

Task force meetings

DS#1
S18

DS#2   DS#3
O8   O13

DS#4
O28

DS#5
N12

Today

Key deadlines

Sep 22
DQC Part A
submission

Nov 03
DQC Part B
submission

Dec 04
SLDS grant
submission

Dec 07
AZ RTTT
draft
approval[1]

Dec 18
RTTT final
draft

RTTT submission date now finalized for Jan. 19

1. Currently planning RTTT review by State Board of Ed and P20 Council Dec. 7 - 11

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Update and Review –
SLDS Grant Application

Donald Houde
ADE

Five areas of focus in proposed SLDS plan

1

Expansion of data collection processes to provide entry to exit education management[1]

- Collect new data & provide collection tools
  - Student-teacher link, courses, completion, concurrent college courses
  - Preschool data, incl. Head Starts, DHS Licenses, teachers, students
  - Mobile student enhanced tracking (migrant, secure care, military, inter-state, tribal)
  - Interstate data exchanges
- Re-create and re-architect data collection systems
  - EduAccess Expansion
  - Master Data Management
  - Educational funding systems
  - Student data management
- Create educational support systems
  - Statewide Student Information System (SIS) option for LEAs
- Technology Assisted Student Assessment and Education Career Action Plan (ECAP)
  - Assist teachers in monitoring student progress.
  - Link each student's interests, talents, etc., to academic planning & progress toward career lifelong goals.
- Complete school safety, discipline & non-violence intervention solution.
  - Perform audit study to assess the accuracy & reliability of data captured in AzSafe
  - Assess climate & safety at the school level from a school community perspective
  - PD & technical assistance to LEAs
  - System enhancements

2

Improve and Support Student & School Performance based upon Lifelong Measures

- Post secondary success measures and evaluation integration.
- Colorado Growth Model adoption and Support
- Workforce success measure integration.
- Secure Care success measure integration
- BIE/Native American success measure integration

3

Expansion of the Arizona Education Data Warehouse (AEDW)

- AEDW data transformations to match data structure changes
- Incorporate new data from outcomes 1 & 2
- Incorporate post secondary student data
- Portal enhancement

4

Establish data governance, training, communications organization[2]

- Data capture & submission stand
- Data use governance
- Intra & inter-agency SLDS committee
- SLDS & data submission standards training

5

Expand Technology Infrastructure

- Technology, tools, infrastructure and support for new systems
- Expand DW technology infrastructure
- Expand ADE technology infrastructure
- Provide tools and support to LEAs

1. Includes/requires development of governance policies and management structures for Early Childhood, Post Secondary, Education Entities; funding for local education agency (LEA) system enhancements; interstate data collaboration; work in partnership with the CCSSO LEARN, NCES and SHIO initiatives; and operational and Infrastructure enhancements
2. This organization has to also enhance stakeholder engagement and monitor and manage training remediation needs

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Update and Review – RTTT Grant Application

Jody Foldesy
BCG

Final requirements specific to Statewide Longitudinal Data Systems

"State Reform Conditions Criteria"

Implementation of <u>all 12 data elements</u> specified by the America Competes Act *(24 points)*

"Reform Plan Criteria"

High-quality plan to ensure key stakeholders <u>access and use</u> state data *(5 points)*
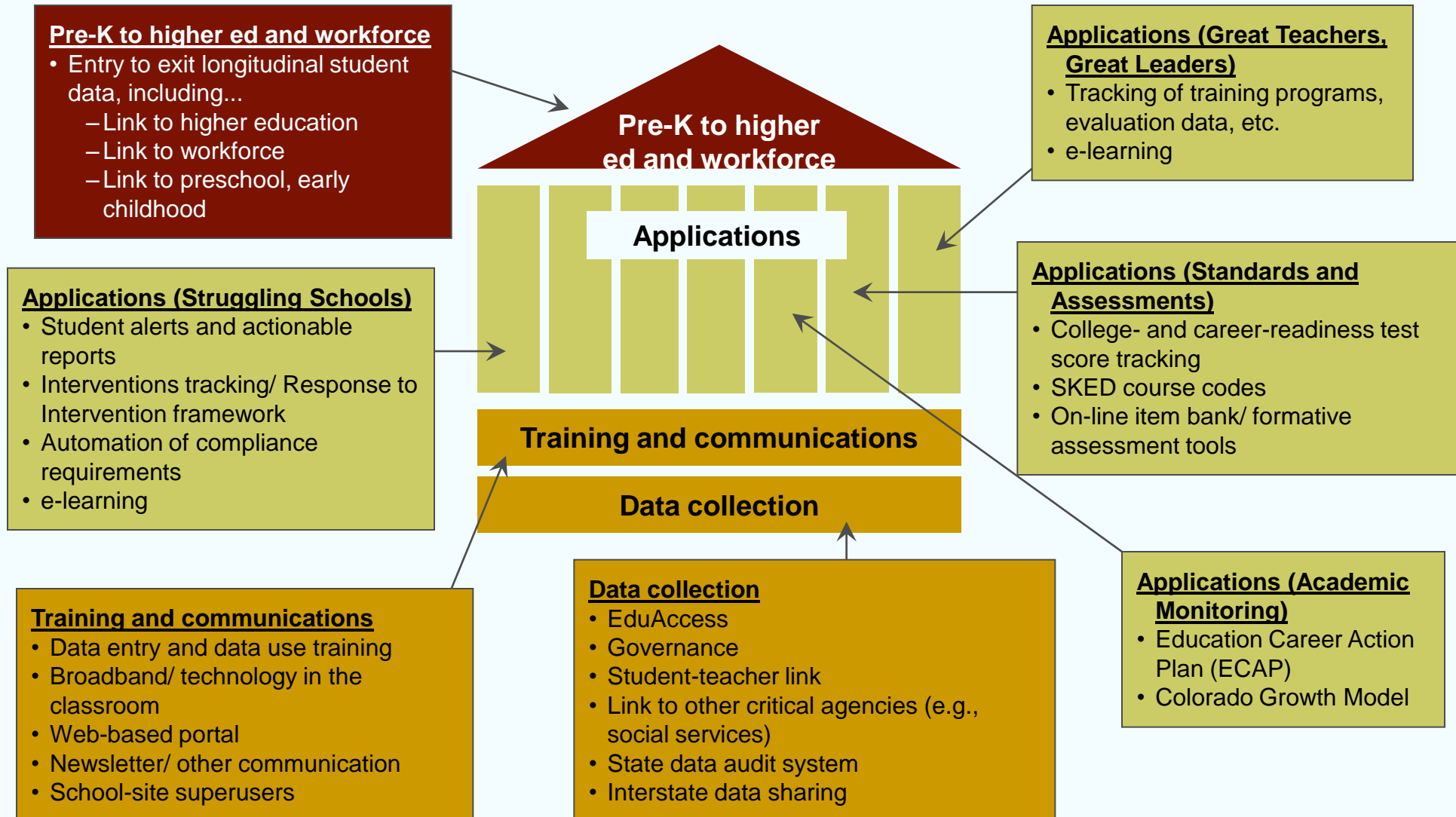
- Stakeholders including parents, students, teachers, principals, LEA leaders, community members, unions, researchers, policymakers, and others
- Areas such as policy, instruction, operations, management, resource allocation and overall effectiveness

A high-quality plan to collaborate with LEAs to use <u>data to improve instruction</u> *(18 points)*

- Increase use of local instructional improvement systems[1]
- Support participating LEAs and schools in providing effective professional development
- Support researchers with data from longitudinal and instructional improvement systems so they can evaluate what works

1. Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement

Strawman recommendation for Data Systems suggests a secure "home" for data and full longitudinal view

Pre-K to higher ed and workforce
- Entry to exit longitudinal student data, including...
  - Link to higher education
  - Link to workforce
  - Link to preschool, early childhood

Applications (Great Teachers, Great Leaders)
- Tracking of training programs, evaluation data, etc.
- e-learning

Pre-K to higher ed and workforce

Applications

Training and communications

Data collection

Applications (Struggling Schools)
- Student alerts and actionable reports
- Interventions tracking/ Response to Intervention framework
- Automation of compliance requirements
- e-learning

Applications (Standards and Assessments)
- College- and career-readiness test score tracking
- SKED course codes
- On-line item bank/ formative assessment tools

Training and communications
- Data entry and data use training
- Broadband/ technology in the classroom
- Web-based portal
- Newsletter/ other communication
- School-site superusers

Data collection
- EduAccess
- Governance
- Student-teacher link
- Link to other critical agencies (e.g., social services)
- State data audit system
- Interstate data sharing

Applications (Academic Monitoring)
- Education Career Action Plan (ECAP)
- Colorado Growth Model

Implementation of all 12 data elements specified by the America Competes Act *(24 points)*

1 A unique statewide student identifier that does not permit a student to be individually identified by users of the system

2 Student-level enrollment, demographic, and program participation information

3 Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs

4 The capacity to communicate with higher education data systems

5 A State data audit system assessing data quality, validity, and reliability

6 Yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b))

7 Information on students not tested by grade and subject

8 A teacher identifier system with the ability to match teachers to students

9 Student-level transcript information, including information on courses completed and grades earned

10 Student-level college readiness test scores

11 Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

12 Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

→ **ADE will finish developing the <u>remaining five America Competes data elements</u>**

High-quality plan to ensure key stakeholders access and use state data *(5 points)*

➤ ADE or a third party will develop a <u>Web-based portal</u> and <u>dashboard tools</u> to allow AEDW access to broader groups of stakeholders, such as principals, teachers, parents and students

➤ ADE will continue providing initial training on AEDW directly to policymakers, researchers and superintendents. ADE will use a <u>train-the-trainer model</u> for principals and teachers, and <u>Webinars</u> for parents and students

➤ ADE will staff a <u>call center help desk</u> to provide support to AEDW users

➤ ADE will develop a <u>systematic communication program</u>, most likely including a monthly newsletter

➤ ADE will expand data collection with respect to <u>operations, management and resource allocation</u>

➤ Appropriate third parties will supply <u>broadband and other infrastructure</u> to link Arizona's rural schools to the 21st Century tools they need

A high-quality plan to collaborate with LEAs to use data to improve instruction *(18 points)*
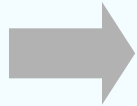
➤ **ADE will develop** <u>applications</u> **that help educators improve instructional practices: student alerts and actionable reports; interventions tracking/ Response to Intervention framework; Education Career Action Plan (ECAP); Colorado Growth Model; automation of compliance requirements**
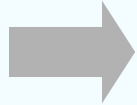
➤ **LEAs will staff** <u>assessment specialists</u> **to create and deliver professional development related to formative assessments**
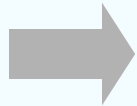
➤ **LEAs will staff** <u>academic coaches</u> **to work in teams with the assessment specialists and guide broader, wrap-around professional development**
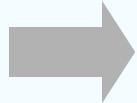
➤ **LEAs will identify and provide stipends to** <u>school-site superusers</u> **who participate in the train-the-trainer model and provide ongoing technical assistance at school sites**
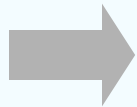
➤ **ADE will increase access to** <u>e-learning</u> **for students at schools that cannot support more advanced programming**

➤ **ADE will continue working with** <u>higher education</u> **to ensure that desired data elements (e.g., teacher preparation programs, postsecondary placement and completion, financial aid, remediation, transfer and articulation data) are captured and linked appropriately**

Next steps

Get input/ reactions from P-20 Council on Monday

Work with Don to develop detail/ evidence around seven complete data elements

Continue to develop plans – may reach out to individuals as needed, e.g.,

- Dashboard tools
- Rural infrastructure
- Higher education needs

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**Call to the Public
Adjournment**

**Cathleen Barton
Task Force Chair**